

Survey of U.S. History II

Last Updated: Sat, 01/03/2026

Course prefix: HIST

Course number: 2112

Section: B

CRN (you may add up to five):
31696

Instructor First Name: John

Instructor Last Name: Smith

Semester: Spring

Academic year: 2026

Course description:

This course is a survey of United States history since Reconstruction. It will provide students with a basic historical framework and introduce the major themes, events, and personalities of the period. We will explore social, economic, and political developments since 1877.

*Please note that this syllabus is subject to change or revision at the instructor's discretion.

Course learning outcomes:

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- Students will be able to identify critical events in modern U.S. history and explain how those events continue to shape our modern world.
- Students will be able to explain the social, political, and economic forces that shaped U.S. history since Reconstruction.
- Students will demonstrate a deeper understanding of the United States' history of diversity and cultural changes.

Required course materials:

David Grann, *Killers of the Flower Moon: The Osage Murders and the Birth of the FBI*

Susan Dunn, *1940: FDR, Willkie, Lindbergh, Hitler—the Election amid the Storm*

Paul Kix, *You Have to Be Prepared to Die Before You Can Begin to Live: Ten Weeks In Birmingham That Changed America*

Grading policy:

Exams: Student will take three (3) exams. Exams will consist of questions drawn from lectures and assigned readings. Each exam will cover roughly one-third of the course material. Each test is worth 100 points. Students will take exams in class.

Quizzes: Students will take five (5) quizzes. Each quiz will consist of questions drawn from lectures and assigned readings. Each quiz is worth 10 points. Students will take quizzes in class.

Grading Scale

A: 100 – 90% (350 – 315 points)

B: 89 – 80% (314 – 280 points)

C: 79 – 70% (279 – 245 points)

D: 69 – 60% (244 – 210 points)

F: 59% or lower (209 points or lower)

It is a student's responsibility to be in class for all exams and quizzes. If you miss an exam or a quiz, then you will receive a zero. If you have a verifiable medical emergency or a waiver from the dean of students, then I will allow you to make-up an exam or quiz. You must have documentation of an emergency; otherwise, I will not grant a make-up.

Attendance policy:

Although I do not record attendance, I fully expect students to attend all class meetings prepared to listen, engage discussions, and take lecture notes.

Academic honesty/integrity statement:

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

Core IMPACTS statement(s) (if applicable):

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content,

and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

This is a Core IMPACTS course that is part of the Political Science and U.S. History area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I prepare for my responsibilities as an engaged citizen?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Intercultural Competence
- Persuasion